



# ***RESUME DEVELOPMENT***

## **FACILITATOR GUIDE**

### **SESSION OVERVIEW**

This 60-minute session focuses on resume development and includes activities to give students hands-on practice in developing their own resumes. A follow-up session with time for students to complete their resumes is suggested.

### **LEARNING OBJECTIVES**

1. Students will be able to identify the components of an effective resume.
2. Students will identify examples of skills that they can include in their resume.

### **MATERIALS**

Hand Out 1 – Skills Inventory

Hand Out 2 – Resume Components

Hand Out 3 – Sample Resumes: 1-5

Hand Out 4 – Red Flags

Hand Out 5 – Resume Form

Advanced Techniques for Work Search, Alberta Employment, Immigration and Industry

### **OVERVIEW AND TIMELINES**

Introduction – Definition and Purpose of a Resume	5 Minutes
Skills Inventory	5 Minutes
Components of a Resume	15 Minutes
Sample Resumes	10 Minutes
Red Flags	5 Minutes
Resume Form	15 Minutes
Wrap Up	5 Minutes



# ***RESUME DEVELOPMENT***

## **ACTIVITIES**

### **INTRODUCTION – DEFINITION AND PURPOSE OF A RESUME**

Ask the group to brainstorm the definition and purpose of a resume; recruit responses and record definition and purpose on the board.

Definition: a resume is a brief summary of a worker's skills, abilities, experience, education and interests that an employer uses to assess the match between a worker's qualifications and the requirements of a position.

The purpose of a resume is to convince a prospective employer to contact the work searcher in order to arrange an interview to gather further information.

### **SKILLS INVENTORY**

Distribute **Skills Inventory Hand Out** and ask students to check off the skills that they feel they have to market to a potential employer.

Remind students that resumes are based on our "can-do" abilities, our skills. Employers prefer a resume that clearly outlines skills and abilities, not our biography.

### **COMPONENTS OF A RESUME**

Distribute **Components of a Resume Hand Out**.

Recruit responses from students regarding each component and have students provide the information that they believe should be included in each section. Create a list on the board of their responses. Top up as necessary using "top up lists" provided.

#### **Contact Information:**

Provide with proper name, address, telephone number, email, and cellular phone methods of contacting potential work applicants. Remind students that the resume is a formal document. Using abbreviations such as AB or St. should be avoided.



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## Career Objective:

A two or three line statement outlining the title of the position or the sector(s) of employment in which the student is seeking work. The statement will list transferable skills useful to the work applied for. A dynamic career objective will include a number of positive adjectives or attributes (e.g. motivated, hard-working, enthusiastic...) uniquely describing the student worker.

## Accomplishments:

Action oriented statements that describe special skills and abilities in relation to the position for which the work searcher is applying. These skills can be translated into employability competencies as they fit the job, i.e. a student who organized the class charity project indicates leadership qualities and the ability to see a job through to the end, and it may also have given the student experience with public relations, media relations, and management. Work as a babysitter and parent's helper shows patience and listening skills – important qualities to have if applying for work in customer relations.

### *Top Up List*

- *Volunteer and community work*
- *Paid employment*
- *Home responsibilities (animal care, chores, child care)*
- *Baby-sitting*
- *Sports achievements or recognition*
- *Academic competitions*
- *Extracurricular involvements (student union, clubs, committees, sports)*
- *Work experience program or projects from Foods & Fashion, trades or other courses*

## Education:

Identifies the highest level of formal education that the worker has attained, the institution where they received their training, and the time frame. Students may wish to elaborate on the courses that they are taking at school. List any academic awards or scholarships, community awards, or athletic recognition that will be useful to the potential employer. Students may list extracurricular activities such as involvement with Students' Union, or academic clubs. Include **training and certificates** e.g. licenses, First Aid and /or CPR.



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## **Top Up List**

- *Formal education (high school, correspondence)*
- *Babysitting course*
- *First Aid and/or CPR, WHMIS, driver's license*
- *Career development workshops or courses*
- *Make sure that students remark on areas of exceptional achievement including grade point average, project completion, recognition of student improvement or achievement*

## **Work Experience:**

Includes part-time paid jobs, work experience, high school committees, clubs, job shadowing, or volunteer work. Make sure to include the job title first, followed by name of the business, its location, as well as the time frame in years.

## **Top Up List**

- *Paid employment*
- *Babysitting, house-sitting*
- *Animal care, work on family projects*
- *School-coordinated work experience, job shadow programs*
- *Volunteer and community work*
- *School projects including major class projects, event committees*

*It may be necessary to create more than one section with this focus, perhaps "Employment History" and "Additional Experience" if the student has combinations of both paid and unpaid experience.*

## **Interests:**

Interests, hobbies, and associations may be included to demonstrate extra-curricular activities, physical stamina, commitment to community or other relevant information that may be useful to the potential employer.

## **Top Up List**

- *Make sure that students include detail in this area*
- *Sports team involvement, club memberships*
- *Academic pursuits including reading, writing, researching*
- *Physical pursuits (tai chi, running, horse back riding)*
- *Hobbies (collections), travel*



# RESUME DEVELOPMENT

## SAMPLE RESUMES

Distribute **Sample Resumes Hand Out**. Have students examine the sample resumes. Emphasize key components that provide the reader with a clear, concise idea of the abilities and skills the work searcher brings to the employer. Highlight skills associated with activities other than paid employment.

**Note:** Mark Carpenter's resume is a good example of a resume produced in Career Cruising. Jeff Wood's resume was also produced through Career Cruising however his resume needs improvement.

## RED FLAGS

Distribute **Red Flags Hand Out**.

Recruit student responses regarding items that are inappropriate either within the context of the resume or in the presentation of it.

## WRAP UP – RESUME FORM

Divide the participants into groups and encourage them to begin creating a resume for a member of the group. Distribute **Resume Form Hand Out**.

Encourage the group to create a list of the marketable, "can-do" abilities of the chosen individual, and to develop that individual's resume.

Recruit sample resumes from the groups and share the information with the entire class. Emphasize the sentences that were developed that identified actions of the worker's accomplishments to reinforce the individuality of resumes.

*Note to Facilitators: It may be important to mention that this style of resume is not appropriate for Internet or database use. Please contact Alberta Employment, Immigration and Industry for further information regarding scanning resumes for that purpose.*



## SKILLS INVENTORY

What activities are you involved with, both in and out of school? Check anything that applies!

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> <i>Sports teams</i>   | <input type="checkbox"/> <i>Clubs like 4-H</i>  | <input type="checkbox"/> <i>Band or music</i> | <input type="checkbox"/> <i>Animal care</i>     |
| <input type="checkbox"/> <i>Part time job</i>  | <input type="checkbox"/> <i>Students' Union</i> | <input type="checkbox"/> <i>School clubs</i>  | <input type="checkbox"/> <i>Babysitting</i>     |
| <input type="checkbox"/> <i>Chores at home</i> | <input type="checkbox"/> <i>Volunteer work</i>  | <input type="checkbox"/> <i>Committees</i>    | <input type="checkbox"/> <i>Work experience</i> |

**Check off any of these skills that you have!**

- |                                |   |                        |  |
|--------------------------------|---|------------------------|--|
| <b>Numerical skills</b>        | <input type="checkbox"/> Counting<br><input type="checkbox"/> Calculating<br><input type="checkbox"/> Estimating<br><input type="checkbox"/> Budgeting  | <b>Personal skills</b> | <input type="checkbox"/> Accurate<br><input type="checkbox"/> Adaptable<br><input type="checkbox"/> Ambitious<br><input type="checkbox"/> Cheerful<br><input type="checkbox"/> Committed<br><input type="checkbox"/> Compassionate<br><input type="checkbox"/> Confident<br><input type="checkbox"/> Considerate<br><input type="checkbox"/> Consistent<br><input type="checkbox"/> Cooperative<br><input type="checkbox"/> Courteous<br><input type="checkbox"/> Creative<br><input type="checkbox"/> Dedicated<br><input type="checkbox"/> Dependable<br><input type="checkbox"/> Decisive<br><input type="checkbox"/> Determined<br><input type="checkbox"/> Efficient<br><input type="checkbox"/> Energetic<br><input type="checkbox"/> Enthusiastic<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> Friendly<br><input type="checkbox"/> Hard-working<br><input type="checkbox"/> Helpful<br><input type="checkbox"/> Independent<br><input type="checkbox"/> Logical<br><input type="checkbox"/> Motivated<br><input type="checkbox"/> Open-minded<br><input type="checkbox"/> Outgoing<br><input type="checkbox"/> Patient<br><input type="checkbox"/> People-oriented<br><input type="checkbox"/> Persistent<br><input type="checkbox"/> Precise<br><input type="checkbox"/> Productive<br><input type="checkbox"/> Punctual<br><input type="checkbox"/> Responsible<br><input type="checkbox"/> Service-oriented<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Thorough<br><input type="checkbox"/> Trustworthy |
| <b>Communication skills</b>    | <input type="checkbox"/> Reading / Writing<br><input type="checkbox"/> Speaking in Public<br><input type="checkbox"/> Listening<br><input type="checkbox"/> Promoting   |                        |  |
| <b>Leadership skills</b>       | <input type="checkbox"/> Making Decisions<br><input type="checkbox"/> Initiating<br><input type="checkbox"/> Planning / Organizing<br><input type="checkbox"/> Coaching<br><input type="checkbox"/> Supervising |                        |  |
| <b>Logical thinking skills</b> | <input type="checkbox"/> Problem Solving<br><input type="checkbox"/> Investigating<br><input type="checkbox"/> Assessing / Analyzing<br><input type="checkbox"/> Testing  |                        |  |
| <b>Helping skills</b>          | <input type="checkbox"/> Serving<br><input type="checkbox"/> Working with people<br><input type="checkbox"/> Caring<br><input type="checkbox"/> Teaching  |                        |  |
| <b>Organizational skills</b>   | <input type="checkbox"/> Filing<br><input type="checkbox"/> Scheduling<br><input type="checkbox"/> Prioritizing   |                        |  |
| <b>Computer skills</b>         | <input type="checkbox"/> Word processing<br><input type="checkbox"/> Creating spread sheets<br><input type="checkbox"/> Creating databases<br><input type="checkbox"/> Using email / Internet                   |                        |  |
| <b>Technical skills</b>        | <input type="checkbox"/> Operating equipment<br><input type="checkbox"/> Maintaining equipment<br><input type="checkbox"/> Constructing / Installing<br><input type="checkbox"/> Measuring                      |                        |  |



## **RESUME COMPONENTS**

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### **CONTACT INFORMATION**

The first section of your resume should include your name, address, phone number and e-mail information. It helps to also include a second phone number where messages can be left.

### **CAREER OBJECTIVE**

Indicating the title of the position (or sector of employment) you want to work in shows the employer your direction. Including some of your transferable skills from the skills inventory can help you to successfully compete for the employment you want.

### **ACCOMPLISHMENTS**

Clearly stating your accomplishments can be a key to securing your next position. Employers want to know what you *can do* for their organization, and your accomplishments may indicate your "can do" abilities.

### **EDUCATION AND TRAINING**

List the highest grade you have achieved, the schools and the dates attended under the title "Formal Education". Include training courses you have attended under the title "Training and Certification" – include babysitting course, First Aid etc. Include courses you've taken and inter-school athletics as they relate to the position for which you are applying.

### **EXPERIENCE**

This may include paid and unpaid work experience such as school-coordinated work experience, home and family responsibilities, as well as volunteer work. Write out the title of the position you held, the name of each company you have worked for, including the city and province in which it is located and the dates in years that you were working there.

### **PERSONAL DATA**

The trend is to not include personal information, such as age, weight, height, or social insurance number. Hobbies, interests, and affiliations may be included to demonstrate your "other centred activities" (physical stamina, commitment to your community or other relevant information) that the potential employer may find useful to their operations.

**Remember your purpose.**

**Your resume should reflect the most positive and marketable YOU!**



# JANE DOE

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89 Hedlund Avenue  
Red Deer, Alberta  
T4N 5Q1  
(403) 342-3797

Motivated, hard-working individual seeking a position in the customer service industry. Offering a working background in customer service, cash handling, till operation, and strong communication skills. Organized, attentive to detail, responsible and community-minded.

## Employment History

### Crew Trainer / Hostess

2005 to Present

Happy Harry's Burger

Red Deer, Alberta

- < Handled a large cash float with a high degree of accuracy
- < Performed opening and closing procedures according to company standards, carefully stored perishable items, and ensured correct cleaning of equipment
- < Trained new staff thoroughly, focused on understanding of company procedures and policies, customer service skills, food handling and preparation
- < Delivered excellent customer service at the cash register and drive-thru
- < Handled and assembled orders with attention to hygiene and work place cleanliness
- < Received incoming stock and rotated it into storage areas, maximizing freshness
- < Hostess for child's birthday parties; decorated, conducted games and activities, informed parents of services and coordinated food orders and cake presentation

### Labourer

2004

Double P Ranch

Red Deer, Alberta

- < Hired to assist with home renovation including tear-out, painting and clean up
- < Performed regular housekeeping as required and some yard work

## Volunteer and Community Involvement

### Stock Person / Flower Delivery / Recreation Therapy Assistant

2004 to Present

Red Deer Rehabilitation Center

Red Deer, Alberta

- < Volunteer in many areas of the hospital including stocking supplies in emergency
- < Participated in patient activities including bowling, decorating for seasonal events
- < Delivered flowers to patients throughout hospital, cleaned cart completely after use



### **Volunteer and Community Involvement Continued**

#### **Member of 4-H Multi-Club**

1999 to 2005

Red Deer 4-H Multi-Club

Red Deer, Alberta

- < Participated and competed in Public Speaking
- < Coordinated club functions including competitions, banquets and social events
- < Trained in woodworking, cooking and crafts

### **Education**

#### **Grade 12 Student**

Current

Red Deer Comprehensive High School

Red Deer, Alberta

- < Completed Career and Technology Studies courses including Theatre Technology which involved production of a play at the regional level and all areas of stage management
- < Additional courses include Drama, Cosmetology, Law, and Art
- < Enrolled in Enterprise and Innovation course which focuses on self-employment and operate a small business selling confection items and clothing
- < Registered in Aviation Course
- < Editor of Year Book, organize 178-page book featuring articles, photographs, faculty and student information, as well as supervision of other students in year book development
- < Member of Student General Council, a volunteer student organization which presents suggestions to elected Student Union

### **Student Work Experience**

#### **Student Worker**

2004 to 2005

Red Deer Decoration Nook

Red Deer, Alberta

- < Assisted in the decoration of a show home including furniture, accessories and installation of window treatments
- < Attentive to detail in all finishing and polishing of the final product
- < Participated in brainstorming details of interior renovations and assisted with labour

### **Portfolio and References Available at Interview**



## **John Doe**

89 Hedlund Avenue, Lacombe, Alberta, T4N 5Q1  
(403) 342-3797

### **Employment Objective**

Student seeking part-time and summer employment in the service industry. Offer abilities such as punctuality, dependability, and strong people skills. Motivated, mature and responsible.

### **Education**

#### **Student – Grade 10**

Current

Lacombe Composite High School, Lacombe, Alberta

- Academic studies as well as Computer Science, Spanish and Recreation Education
- Participate on Basketball Team

### **Work Experience**

- Experience working in family-owned business in office and warehouse operations including shipping and receiving
- Assisted in residential construction, maintenance and wood-working at home

### **Community Activities**

- Team member with the Lacombe Colts, Bantam Football for past two years
- Awarded Most Valuable Player in first year
- Recognized for Sportsmanship and received Conduct Merit in second year
- Developed strengths as a team-player, cooperation and communication skills
- Improved strategic thinking skills
- Participated in fund raising activities including bingos

### **Interests and Activities**

- Enjoy watching and participating in several sports including Football, Hockey, Baseball, Basketball and Curling
- Computer enthusiast, proficient in Internet applications

Portfolio and References Available at Interview



## **Justin Time**

182 Poplar Avenue  
Red Deer, Alberta T4R 2G2  
(403) 342-3797  
justintime@email.ca

### **Demonstrated Abilities:**

- ❖ Demonstrated exceptional customer service and interpersonal skills while serving as many as 200 customers in an eight hour shift with courtesy and promptness resulting in nomination for two customer service excellence awards
- ❖ Developed eye-catching merchandise displays to promote seasonal specials or new items for improved customer awareness and sales
- ❖ Able to learn new tasks quickly and adapt to changing product knowledge easily
- ❖ Operated computerized POS system and received cash, credit and debit card payments while counting back change accurately
- ❖ Maintained a clean and safe working environment in a fast-paced restaurant with strict standards for sanitation
- ❖ Possess basic computer skills; competent using Microsoft Word and Excel in a Windows environment for word processing and spreadsheets
- ❖ Work well with others in a team environment; able to provide assistance without being asked to maintain productivity during peak times of business
- ❖ Very friendly and cooperative
- ❖ Reliable and punctual; maintained summer employment with no incidents of lateness or absenteeism
- ❖ Current Class 5 Alberta Driver's License, with AMA Driver Training Certificate and access to reliable vehicle

### **Education**

- ❖ Attending Ecole Secondaire Notre Dame High School – Grade 11, Red Deer, Alberta
- ❖ Member of the Senior Basketball Team

### **Work Experience**

Sept. 2004 – Present	<b>Sales Associate</b> , Smart Sports - North, Red Deer, Alberta
Summer 2004	<b>Bus Person</b> , Ritz Cafe, Red Deer, Alberta
Summer 2003	<b>Crew Member</b> , McBurgerland, Red Deer, Alberta

### **Community Activities**

- ❖ Volunteer for school fund raising events
- ❖ Volunteer every year at Red Deer Christmas Bureau

### **Portfolio and References Available at Interview**



# Mark Carpenter

89 Oak Avenue  
Forestville, AB  
A1B 2C3

[lovetobuild@hotmail.com](mailto:lovetobuild@hotmail.com)

## Career Objective

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Physically fit, hardworking, safety-conscious student seeking part-time employment in the construction industry. Strengths include attention to detail, dependability and the ability to work well with others.

## Education

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Sep 06 – Jun 10

**Grade 10**, Forestville High School  
Forestville, Alberta

- Construction Technology courses. Set construction for school drama production. Intramural basketball team member

## Work Experience

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Apr 06 – Present

**Mr. Robert Moore**, Yard maintenance  
Forestville, Alberta

- Mowed grass, trimmed hedges, maintained flower beds, raked leaves, shoveled snow as required. Some light repair work. Demonstrated initiative and reliability.

May 07 – Sep 07

**Oakwood Golf Course**, Cart attendant  
Forestville, Alberta

- Washed and fueled carts. Removed garbage and recycling from course. Provided friendly customer service to golfers.

## Awards & Certificates

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- Employee of the Week – Oakwood Golf Course (Jul 07)
- Alberta Driver's License – Class 7 (Jun 07)

## Extracurricular Activities

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Sep 04 – Present    Cooking

- Completed a cooking course for teens at Forestville College. Prepare snacks and meals for self and family.

Jul 02 – Present    Carpentry



- Assist with woodworking and renovation projects and home.
- Jul 97 – Present    Camping
- Enjoy spending time outside in nature especially the mountains.

## Hobbies & Interests

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- Video Games – Excellent hand-eye coordination and perseverance.
- Basketball – Play street ball with groups of friends to keep in shape.
- Automobiles – Saving to buy a car.
- Reading – Read woodworking and car magazines.
- The Environment – Future goal to build energy efficient, low environmental impact homes.

## Skills & Abilities

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- Team Player – Worked well as a member of a team at the Oakwood Golf Course.
- Committed – 100% attendance record while working at Oakwood Golf Course.
- Detail-Oriented – Exhibited excellent attention to detail, accuracy and manual dexterity assisting in home renovation projects.

## References

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**John Oakley**  
Maintenance Supervisor  
Oakwood Golf Course  
P.O. Box 123  
Forestville, Alberta  
A1B 2C3  
123-456-0987

**Robert Moore**  
Neighbour  
78 Oak Avenue  
Forestville, Alberta  
A1B 2C3  
123-456-1234

## Additional Information

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Portfolio available upon request.



# Jeff Wood

12 Maple Drive  
Forestville, AB  
A1B 2C3  
[wood@hotmail.com](mailto:wood@hotmail.com)

## Career Objective

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I would like to get a job with a construction company.

## Education

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Sept 06 – Jun 10      **10, FHS**  
Forestville, Alberta

## Work Experience

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Jun 06 – Present      *Mr. David Wilson*, Yard help  
Forestville, Alberta

Jun 07 – Nov 07      *Forestville CO-OP*, Shelf stocker  
Forestville, Alberta

## Awards & Certificates

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- Learner's License (Jun 07)

## Extracurricular Activities

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Apr 00 – Present      Basketball

## Hobbies & Interests

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- Carpentry
- Video Games
- Basketball
- Golf
- Ice Hockey
- Skateboarding
- Soccer
- Automobiles
- Motorcycles
- Music
- The Environment
- Travel



- Backpacking or Hiking
- Camping
- Rock Climbing

## **Skills & Abilities**

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- Microsoft Office
- Outlook
- Good communicator
- Team Player
- People person
- Committed
- Able to multitask
- High energy

## **References**

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References available upon request



## RED FLAGS

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**If you were the employer, what would these “Red Flags” say to you about a potential employee?**

- typos and grammatical errors show lack of attention to detail, general sloppiness, or poor language skills
- inadequate attention to detail such as vague statements shows a lack of knowledge about skills and abilities, poor communication skills
- confidential information such as customer names, sales’ results, supervisors of each job, etc. show lack of regard for prior employers
- old, out of date information is not helpful when selecting future employees
- lack of accomplishments related to interests or community services is a red flag that there may not be any accomplishments or achievements
- white-out or penned corrections show sloppy habits and disregard for the reader
- use of the word “I” in every statement – does not highlight your action

**Make sure when you prepare the final copy of your resume that these “Red Flags” do not appear! The following pointers may add polish:**

- always present in a manila envelope or in original condition - never folded
- all information should be current and up to date
- it is generally a good idea to include your “other-centered” activities to demonstrate your strengths – it is of interest to the reader and serves to break the ice when you arrive for an interview
- height, weight, date of birth, social insurance number are not necessary and may only serve to screen out a potential worker
- should be attractive and interesting, neatly typeset using high quality plain paper
- use dynamic action words like “created, increased, improved, developed, started, assisted, completed”; these words create an image of you in action!
- prepare and include a cover letter with every resume / application



## RESUME FORM

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Name:

Address:

City and Province:

Postal Code:

Telephone Number:

Email:

### School Related Information

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Grade and School:

School Activities (include sports, art activities, etc.):

Clubs and Committees:

Academic /Technical Accomplishments:

Certificates or Special Courses:

Skills Demonstrated in School:

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Certificates of Achievement/Awards/Accomplishments:

Skills Demonstrated Through Accomplishments:



## **Employment Related Information**

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Paid Employment:

School Work Experience:

Family and Home Responsibilities:

Babysitting or Other Work:

Skills Demonstrated Through Experience:

## **Extracurricular Information**

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Community / Personal Activities or Hobbies:

Sports / Arts Activities (include sports, musical, drama, etc.):

Clubs:

Volunteer Activities:

Skills Demonstrated in Hobbies and Activities:

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Personality Traits or Characteristics:

Personal Skills: